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ABSTRACT

"Options in Education" is a weekly radio magazine covering news, features, policy, and people in the field of education produced by National Public Radio and the Institute for Educational Leadership. This broadcast presents Geoffrey Blodgett discussing students' heroes, villains, and ideals; Rose Tobin on student mood at Berkeley; and Phil Berger on ROTC at Wichita State University. Dr. Ralph Huitt attempts to provide some answers to the question: Is college worth it? Ralph Richardson discusses tenure and academic freedom. Albert Shanker and Terry Herndon deal with the need for collective bargaining; Dr. Erle Peacock outlines why he believes that the problem with colleges is administrators. Elizabeth Suchard and John Bisney each discuss student loans; and Doug Richie provides information about the college food industry. (JMF)

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INSTITUTE FOR EDUCATIONAL LEADERSHIP
THE GEORGE WASHINGTON UNIVERSITY

TRANSCRIPT FOR PROGRAM SCHEDULED FOR BROADCAST

FOR THE WEEK OF SEPTEMBER 27, 1976

Program No. 46

National Public Radio

Options in Education

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Executive Producer is John Merrow. The Acting Producer is JoEllyn Rackleff, and the Co-Host is Wendy Blair.

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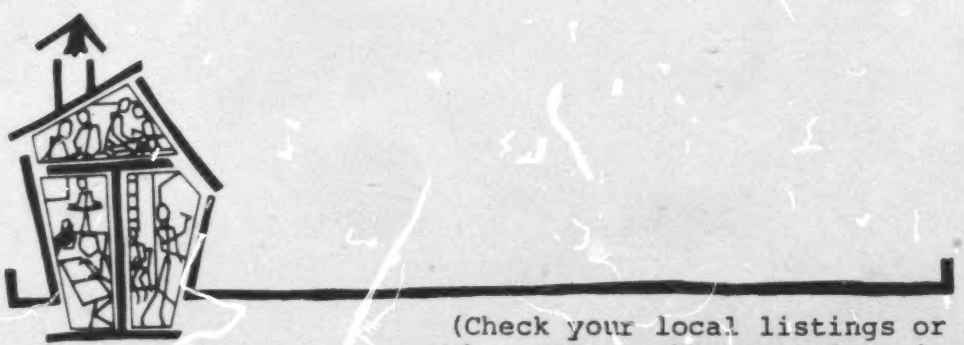

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BACK TO COLLEGE

Program #46

(MUSICAL INTRODUCTION)

MERROW: If you've ever been to school, stay tuned.

BLAIR: We've got something that will interest you. I'm Wendy Blair.

MERROW: I'm John Merrow, and this is - OPTIONS IN EDUCATION.

REGISTRATION BLUES

SELVIN: You're sitting on the floor here; surrounded by all sorts of bits & pieces of paper. What are you doing?

STUDENT: I'm trying to rearrange my schedule.

SELVIN: Is it the first time you've registered?

STUDENT: Yes. I'm a Freshman.

SELVIN: Do you think maybe it's a bad way to begin college?

STUDENT: No. I think it's a good experience. I think once I get over this - the rest of it's not as much a hassle.

SELVIN: How long have you been standing in line?

STUDENT: Oh, right here? I've only been here about 25 minutes.

SELVIN: Do you think there's a better word for "Registration," then - than "registration"?

STUDENT: Tension.

STUDENT: Induction.

STUDENT: Initiation. Chaos.

STUDENT: It's a shock treatment. It really is.

STUDENT: It's a zoo!

BLAIR: In the last month or so, over 10 million students have gone through that ordeal. It's called "Registration," and it's one of the first rituals that Freshmen face when they go back to college.

MERROW: Since Reporter David Selvin is a few years out of college, we thought he'd enjoy reliving the experience. So, we sent him to register at a University here in Washington.

STUDENT: This particular table right here is called "Computations." It's amazing how many mistakes the computerized billing service makes. Every bill has a different kind of mistake or problem on it.

SELVIN: Have you done this before?

STUDENT: Yeah, I did it last year.

SELVIN: I did it ten years ago, and it never seems to change.

STUDENT: No, it doesn't I guess. It epitomizes bureaucracy.

SELVIN: How would you characterize these first few days - the whole college induction bit?

STUDENT: Kind of frightening in a way. I feel paranoid. Everyone else seems so brilliant, and here I am. Little ol' student from the Midwest.

STUDENT: We're making ID Cards here. We've got a new ID Card this year. We have one ID Card that works in the Card Readers, Library and Food Service Machines.

STUDENT: Right now my patience is very, very low!

SELVIN: You can talk to people individually and give them advice on how to best cope with things - what would you tell them?

STUDENT: Freshman-incoming? Just get a good night's sleep and relax. Don't let it get to you.

STUDENT: I got through it pretty well!

MERROW: So, that's how it starts -- whether you're a lowly Freshman or Graduate Student. Stand in line. Fill out forms. Pay your bills.

BLAIR: This week, OPTIONS IN EDUCATION goes back to college. We'll talk about -- Teachers' Rights - find out who collegiate heroes and villains are - and whether the food has improved any.

MERROW: First, what are college students like these days? What do they care about, and how different are they from their flamboyant predecessors of the 1960's?

BLAIR: Remember Abbie Hoffman? He was a household word not too many years ago, but what do students know about him today? NPR's Joan Friedenberg visited the University of Maryland and asked some students to identify him.

ABBIE HOFFMAN WHO?

STUDENT: Abbie Hoffman? I have no idea. I pass.

STUDENT: I don't know. I could make a guess and say she's someone involved with Patty Hearst, but I don't know.

STUDENT: Libber? Is that true?

STUDENT: Abbie Hoffman is one of the codefendants in the Conspiracy Eight Trial in the Chicago 68 convention.

STUDENT: Abbie Hoffman? Leader of the Yippies!

STUDENT: Sounds good to me. I've never heard of him.

STUDENT: Oh, he's, like, a revolutionary. He wrote some book. I forget the name. He helped incite a lot of riots.

(MUSIC: "Come to Chicago" by Graham Nash)

MERROW: Well, some of the students got it right. Hoffman was a defendant in the Chicago Conspiracy Trial - who later became a Yippie. He was admired by many college students then. But who are the heroes of the students today? Geoffrey Blodgett, a professor at Oberlin College in Ohio, thinks he knows. He and a colleague have been quizzing students about their ideals, their heroes, and their villains since 1936.

BLODGETT ON HEROES, VILLAINS & IDEALS
OF COLLEGE STUDENTS

"Atheism, evolution, Richard Nixon, Fidel Castro, non-violence, Wall Street, Billy Graham, New Deal, elitism, Russians."

BLAIR: Those are some of the concepts and people included in Professor Blodgett's test which he tells John more about by telephone.

MERROW: Hello, Professor Blodgett? What do I do if I'm taking your test? What do I do when I see all those names - or hear all those names?

BLODGETT: You're asked to respond by marking a minus sign after words to which you have a strong unfavorable reaction, and a plus mark after words to which you have a strong favorable reaction. And if your response is neutral or mild or ambiguous, you're supposed to leave it blank.

MERROW: Could we talk first about the words that students really have a strong, negative response to today? Give us the Top Ten Baddies.

BLODGETT: The Top Ten Baddies - okay. In order of the intensity of the unfavorable response: Adolph Hitler ranks highest. Followed by the Ku Klux Klan - Richard Nixon - George Wallace - the John Birch Society - Spiro Agnew - Benito Mussolini - Fascism - Imperialism - Billy Graham - Joseph McCarthy - Ronald Reagan - heroin - capital punishment - militarism.

MERROW: Ronald Reagan is worse than heroin?

BLODGETT: (laughter) Well, you know . . .

MERROW: What kind of college are you runnin' out there?

BLODGETT: This is a statistical summary of quick, emotional - as well as intellectual - responses.

MERROW: What are the Top Ten Goodies?

BLODGETT: Okay. I'll rattle off that list as well. Individualism - Martin Luther King - non-violence - socialized medicine (Which, interestingly enough, has moved over the past decade from a controversial concept to a concept which is widely approved of. It seems to be an idea - at least among college students at Oberlin - whose time has come.) - Ralph Nader - Women's liberation - Abraham Lincoln - Thomas Jefferson - pacifism (which has had an interesting history as a concept over 40 years).

MERROW: What is that history?

BLODGETT: Well, pacifism was a word very favorably responded to back in 1936 - in the years leading up to the Second World War. By 1946, it had disappeared from the list of the Top Twenty Good Ideas, and in 1956, it had also disappeared, and I think it had reached a low point in the context of those Cold War Years. And, then, began to reappear as we entered into the late Sixties, and now is in the #9 spot.

Followed by the NAACP - and then I'll rattle off the next five, if you want me to.

MERROW: Well, you always give 15 when you're asked for ten. Go ahead.

BLODGETT: Israel - Franklin D. Roosevelt - evolution (which is a good study item over the years, interestingly enough) - Pete Seeger - and abortion.

MERROW: This raises one question about whether anything ever appears on both the Good List and the Bad List.

BLODGETT: Well, there are controversial items which are strongly responded to both ways. One of the interesting things is, however, that those sorts of controversial items seem to be diminishing in number as the years go by, and I've tried to account for it in a variety of ways - none of which are totally persuasive to me, but I think perhaps over the past 40 years one thing that has happened is there has developed a Student/Youth Culture - not only on the Oberlin campus, but across the country.

For example, back in 1936, such concepts as League of Nations, Republican, Franklin Roosevelt, Herbert Hoover, Prohibition, Capitalism, Norman Thomas and Socialism -- those were all words to which there was a fairly strong response both ways. In contrast, at the present time, there are hardly any terms to which large numbers of students respond one way or another. But I can rattle off the names or items which are most controversial as of 1956. They are -- Law & Order (which carries different connotations to different people) - rugged individualism - William F. Buckley, Indira Ghandi and Fidel Castro.

MERROW: That's fascinating. We hear that college students in the 1970's are getting apathetic; that apathy is increasing on the campuses. But you seem to be suggesting anyway - or maybe we're inferring - that college kids are more like sheep. It's not that they don't care. It's just that they all care about the same thing.

BLODGETT: Well, I wouldn't use that term. They haven't lost their ideals. They haven't lost their vision of a desirable future, if you want to put it that way. But, as far as their behavior is concerned (as many people have noted before me), the marching and the demonstrations have ended. The hot rhetoric has died down. I think that's largely a result of the ending of the Vietnam War. It's very different from the 1960's, but it is also very different from the so-called "Silent Years" of the 1950's - back in the days when I was in college.

MERROW: So, the quick comparison just doesn't work.

BLODGETT: I don't think so. I think there's a deep qualitative difference in the attitudes of college students today - both from that of the late Sixties and that of the 1950's.

MERROW: Contrast, if you will, your poll results from the Fifties and the 1970's. What does the data show in terms of people, places and things which were admired then as opposed to now?

BLODGETT: Well, for example, #1 on the favorable list in the 1956 poll was United Nations. In 1976, the United Nations has become a mildly controversial term. I think that probably what has happened to that concept is that disenchantment has set in over the past 20 years. The Supreme Court, similarly, ranked very high in the middle and late Fifties. I think because of the work of the Warren Court.

The term - Christianity - ranked very high in 1956. It doesn't anymore. I think that's as much a reaction against conventional religious institutions as it is against any particular Christian ideas.

BLAIR: Professor Geoffrey Blodgett of Oberlin College who's been keeping tabs on Ohio student heroes and villains for forty years.

MERROW: Here, by the way, are more students' reactions to our quiz. This time the question is: What was the SDS?

THE SDS?

STUDENT: Some students demonstrating for . . . I don't know.

STUDENT: SDS? Sigma Delta . . . ?

STUDENT: SDS? I'm thinking of Symbionese Liberation Army, but that's not the right initials. (Laughter)

MERROW: Things must have changed quite a bit, Wendy, if students think that SDS is a fraternity.

WENDY: The Sixties was the heyday of the Student Movement. A name synonomous with that movement is Berkeley, of course. The University of California at Berkeley was a center of protest in the Sixties. Rose Tobin has this report.

UNIVERSITY OF CALIFORNIA AT BERKELEY

TOBIN: The 1960's were years of torment and unrest, of challenge, confrontation, and non-negotiable demands. The campus of the University of California at Berkeley appeared often in newspapers and news shows as the leader of revolutionary activity. The Free Speech Movement and People's Park were causes for many a street demonstration; demonstrations which often ended in an exchange of rocks, bottles and tear gas.

Today, the campus is relatively quiet. The news media and many Berkeley students say the quiet campus is a sign of growing conservatism among students, of student apathy. Richard Hafner has been the Public Affairs Officer at Berkeley since 1961.

HAFNER: First of all, the draft is ended, which was another focal of student discontent. The 18-year old vote was approved, which allowed the students to become part of the system and voice their political feelings through the ballot box. In addition to which, I think you have to give some credence to the impact of the recession and the tightness of the job market, which has definitely had an effect.

TOBIN: Dr. Jane Mormon directs Counseling and Psychological Services on the Berkeley campus.

MORMON: Students in the Sixties - the late Sixties, depending on what university erupted at what time - were concerned about themselves in a way of - How do I handle, or what's going to be my

perspective on all these problems and issues that people are raising? And they felt, too, that they could make a distinct contribution to the issues, questions and problems. They needed to bring those things to the attention of other people who they felt were not appropriately concerned.

The adults of this world are now more prone to raise the questions which only students were raising in the Sixties. So that perhaps students feel that they have less of a responsibility to raise those questions now - because somebody else is now raising them.

TOBIN: It was a typically Indian Summer day in Berkeley. Students lay on the grassy knolls and lounged on the Student Union steps and enjoyed the beautiful sunshine and the music of the street musicians.

As a student here at Berkeley, what are your main interests? Are they personal, academic, social? Do you want to make social change? Or do you want to get through school - or what?

STUDENT: I think here at Berkeley the main reason I am here is mostly for academics. I'm working on my Master's right now. But I chose Berkeley just because there was an atmosphere of more or less political involvement.

STUDENT: Politically? I should say there isn't any movement right now, particularly on this campus. Because I think the mood of the campus has gotten very conservative.

STUDENT: I could see going out and demonstrating or handing out leaflets for improved employment opportunities for minorities, improved conditions for women workers. I could see spending time on those two issues.

BLAIR: NPR Reporter Rose Tobin with a report on the mood of the student body at the University of California at Berkeley.

MERROW: Another name linked with the Sixties is "Kent State." Reporter Joan Friedenberg gave today's students one final question: "What happened at Kent State?"

WHAT HAPPENED AT KENT STATE?

STUDENT: They were protesting the War, and the National Guard came in and supposedly shot at them.

STUDENT: Kent State? There were killings there, riots. Weren't they? What was it all about? I dunno.

STUDENT: Weren't there racial riots?

STUDENT: I remember the shootings. It was involved with something. I don't remember.

STUDENT: There were four deaths in Ohio.

(MUSIC: "Four Dead in Ohio" by Graham Nash)

MERROW: One campus institution that suffered in the 1960's was ROTC, the Reserve Officer Training Corps. Some students protested violently against the military on campus during the Vietnam years, and in quite a few cases, the ROTC was forced to leave. But ROTC may be making a come-back. Enrollment is up 25% nationwide. Still, many programs have not recovered. Phil Berger reports on the status of ROTC at Wichita State University.

ROTC PROGRAM AT WICHITA STATE UNIVERSITY

(ROTC DRILL TEAM PRACTICE)

BERGER: The 1975-76 academic year was the last year for Air Force ROTC here at Wichita State. For 27 years the program turned out officers for the United States Air Force, but now all signs of the once-flourishing program have been finished. I talked with the Director of the still-active Army ROTC Program, Major Paul Vader, and he explained the situation.

VADER: Last year, during the academic year, we were informed by the Department of Army that due to our low enrollment, the program would be placed in evaluation status, which is maybe more easily understood as "probationary" status. And what this means is if the program did not improve in enrollment, we could have been disestablished. With the Air Force program going, the administration of the University and the members of our department were very much interested in maintaining at least one program here. So, we set out to try to make the advantages and opportunities of the program known on a wider basis.

BERGER: The Army ROTC program began about 160 years ago, and has been in operation at Wichita State for the past 57 years. I asked Recruitment Officer, Captain Ken Owen, to explain the purpose of ROTC.

OWEN: The concept of our whole national defense is to have a large base of civilian educated -- now, I emphasize the words "civilian educated personnel" -- who also have the requisite leadership and management training that they can step into our armed forces at the time of a national emergency and provide the leadership that we need for a strong national defense. Thus, a need for ROTC.

ROTC is not a presence of the military in the university, but the presence of the university in the military.

BERGER: Is military science and the ROTC program still a valid part of higher education? Does it belong there?

VADER: Well, I think what you're driving at is - is military science an academic subject, or is it more like a vocational skill? And I think that military science is today, even more than in the past, a valid academic subject. We teach leadership. We emphasize leadership in managerial skills. Our programs are oriented on people and people things, and inter-relationships among people; and that's what leadership is all about, we think, and that's what we're in the business of doing -- training officers to be leaders.

BERGER: Just as in the regular Army, ROTC dress code regulations have been relaxed in recent years. Uniforms are only worn once a week, and cadets are allowed to wear their hair just about as long as they want -- that is, until they're juniors or seniors. And, so, the Army ROTC marches on, while the Air Force program continues to plummet.

MERROW: That report from Phil Berger in Wichita, Kansas.

STUDENT: A lot of them seem to take college as a place to have a good time and party. People shouldn't think that way about college.

STUDENT: I was brought up middle-class society, and you just go to college.

(MUSIC - "Kodachrome" by Simon & Garfunkle)

STUDENT: I often wonder if I'm really wasting these four years and all this money. I mean, I think about it a lot. I wonder exactly what I am getting out of it and question it a lot, and consider dropping out weekly.

BLAIR: Those thoughts probably occur to every student at some time -- a period of intense questioning. What am I doing here, or wouldn't I be better off getting a job and making some money?

MERROW: But in the last five years or so, that question -- Is college worth it? -- has been asked more often by more people. There are a couple of reasons for that. One - the recession. Two - higher wages for jobs that don't require college training. And three - increased awareness of opportunity costs -- that's the money you don't make while you're a student.

BLAIR: And the tuition costs keep going up. A freshman can now expect to spend an average of about $2,500 a year at his own state college and may spend $4,500 a year, on the average, for a private college. A two-year community college usually runs about $2,200 a year.

MERROW: So, a four-year investment can run well over $20,000 for many students.

BLAIR: Wow!

MERROW: Dr. Ralph Huitt is the Executive Director of the National Association of State Universities and Land Grant Colleges. I asked him - Is college worth it?

DR. RALPH HUITT

HUITT: Yes, I think it's worth it. I think there's a very wide misconception now that the nation's lost faith in college. It has not at all. I can remember that in the 1960's, the late 1960's, when the kids certainly were giving provocation to this society to lose faith in colleges, I expected legislation to be hard on institutions and would invade the autonomy of the colleges and the universities, tell the administrations what to do, require the regents to ride herd on them closer, and, particularly, that there would be a cut-back in money.

MERROW: And has that happened?

HUITT: It has not happened at all. To give you an idea that the taxpayers still have faith, and their representatives and legislators still have faith, appropriations for public higher education have been going up steadily. In the last two years, for instance, the increase is 27 percent.

MERROW: Let me interrupt there. The drift of what you're saying, then, is that legislators at the state level and at the federal level are not showing any loss of confidence in college -- they're voting more money?

HUITT: Yes -- let's move on down the line and have a look at the students themselves. There was a prediction that a catastrophe would occur in the 1970's. It has not. The large universities are -- that is, the state universities in our system -- have got the highest enrollments they've ever had.

MERROW: Nonetheless, I want to come back to that question of confidence. I mean, I only have anecdotal evidence - people I know who are saying, "I don't think I'll go to college -- I think I'll put it off for a couple of years. It's not worth it -- I can learn on my own." I know a number of cases like that, which lead me to believe that there is some truth to this idea that people, in fact, are either postponing college or just skipping it.

HUITT: I think in the first place that one of the mistakes we made for a long time was to try to push young people right out of high school right on through four years of college and perhaps three years of professional school, and so forth, so the young person might be 27 or 28 years old before he or she had any experience of anything besides going to college. I think we realize now that in many cases it's a very good thing for a young person to take a year or two after high school and sort of see what the world is like to find out what kind of person he is.

MERROW: So, you're saying that's not a loss of confidence. That's just a more realistic approach?

HUITT: It's a more realistic approach, and in many cases it's a kind of thing which I would advise. I think, though, one of the great mistakes that is made by statisticians or students and scholars of this problem who want to say that the young people coming out of college are not doing as well as they used to is to take the cut too soon. That is, the first summer or the first year. Now, when a person comes out of an institution of higher education, he's not prepared instantly to do what he intended to do.

MERROW: You're saying, then, that if we looked at college graduates four or five or six years after they finished college we'd be more likely to find ...

HUITT: Yes - there are some studies which indicate that if you pick up a graduating class about five years after it gets out, the figures are quite different.

BLAIR: Dr. Ralph Huitt, Executive Director of the National Association of State Universities and Land Grant Colleges.

MERROW: Despite Dr. Huitt's optimism, many colleges and universities are in trouble. Change Magazine says that nearly one-half of the nation's colleges and universities are in an unhealthy financial condition. That report says that public two-year community colleges seem to be in the best shape, while nearly 80 percent of the private colleges and universities are having financial difficulties.

BLAIR: The college-age population is shrinking, too. That's one reason why colleges and universities are recruiting older students these days, and are also pressing for more aid from Washington and from their state capitals.

(MUSIC -- "Our Golden College Days")

BLAIR: We've been talking about college traditions and stereotypes. One we haven't mentioned is that of the absent-minded, pipe-smoking professor. Traditionally, college faculty are an independent lot, and the last place you'd expect to find professors is on the picket line. But salaries, academic freedom, and tenure are issues that are binding college teachers together. A growing number feel that rights must be protected now that competition in the academic job market is so fierce.

RICHARDSON: Academic freedom is the concept that a teacher should be allowed to use his or her best judgment as to what to teach and how to teach, and to be free of any fear that the teacher will be dismissed if somebody doesn't like the way the teacher operates. This is a concept that I personally believe to be extremely important to effective education.

MERROW: That's Dr. Ralph Richardson, President of the Los Angeles Community Colleges' Board of Trustees. He discussed the issues of academic freedom and tenure from the administrators' point of view with Reporter Lloyd Johnson of Station KCRW, Santa Monica, California.

DR. RALPH RICHARDSON

RICHARDSON: It is true that the question sometimes comes up -- Does academic freedom guarantee that incompetents are allowed to stay in the classroom? This is a problem for which I have no easy answer. It is perhaps true throughout the United States and perhaps true even in the district where I serve on the Board of Trustees -- that there are teachers who should be dismissed in the interest of education. But the process of dismissal is so complicated and so difficult that once we undertake to dismiss a teacher for cause, we perhaps stir up more difficulty. I am now in my fourth year in this Board of Trustee position, and to my knowledge, I think we have in four years, out of a teaching staff of 5,000, dismissed only one teacher with tenure in that four-year period. We have not allowed several probationary teachers to go on to tenure. So, frankly, Lloyd, it has been a miniscule fraction of teachers who are ever dismissed for cause, and successfully dismissed. The law -- the court action -- the presumption is extremely strong that the teacher should not be dismissed, and seeing this problem from two sides, I would hate to have the authority on my part as the President of a Board of Trustees to walk in to a classroom and say, "I don't like the way you're teaching -- you're out."

There was a time in American history when school boards had that kind of control over education. And when they had that kind of control, the principal salary that the teacher received was a large dose of fear each morning -- would they survive the day? That time is past, and now we have, in most states, a strong protection of the right to academic freedom, the right of the teacher to use his or her best judgment as to what to do and how to do it. And that is good. But the other side of the coin, as I have been trying to make clear here, is that this also becomes a license, or a shield, that protects the truly incompetent teachers. And when that happens, something has to be done, because the student is being denied the right to a good education. Tax funds are being wasted, and the need of the community has to take priority over the right of the individual teacher.

JOHNSON: You mentioned the word "tenure," also. Could you define tenure?

RICHARDSON: Years ago, when tenure was being contested at the University of California, somebody facetiously defined tenure at UCLA as "the right to keep one's job unless one became a member of the Communist Party, or was guilty of the simultaneous impregnation of two co-eds."

Tenure is the right to hold the job you're in.

MERROW: Dr. Ralph Richardson, President of the Los Angeles Community Colleges' Board of Trustees, talking with Reporter Lloyd Johnson in Santa Monica. Despite Richardson's assurance that academic freedom and tenure are protected, many college professors don't feel that safeguards are adequate.

BLAIR: Three organizations want to change that -- the American Association of University Professors (AAUP), the National Education Association, and the American Federation of Teachers. The AAUP doesn't like to be called a union. But the NEA and AFT proudly accept the union label. AFT President Albert Shanker and NEA Head Terry Herndon talked with John recently about the need for organizing. Faculties have often worked on a "star system," in which each person bargains for himself based on his achievements. Shanker and Herndon say the star system is on the way out, and collective bargaining is on the way in.

ALBERT SHANKER & TERRY HERNDON

MERROW: How do you overcome that traditional reluctance, you know, that star system, that Mr. Shanker talked about?

HERNDON: The changing economic condition of the institutions is having great impact, as people come to realize that the possibility of reductions in legislative appropriations and how that reduction squeezes them and how the star system does not provide the installation and the protection that they thought they had; and as the administration of the institution becomes a great deal more arbitrary and unilateral in resolving those financial problems - they need protection. The only way they get that protection is turning to each other, and organizing.

MERROW: I think a traditional faculty question must be -- Doesn't collective bargaining conflict with academic freedom?

HERNDON: I don't see any conflict whatsoever. What we have found is that through the process of collective bargaining we can provide contractual support for the traditional operation of a senate, if that's what the people on the campus want to do.

SHANKER: You can provide protection for those whose academic freedom has been violated. Academic freedom doesn't mean very much if you don't have protections; and the traditional protections of sending the committee in to investigate are not as strong as the protection that one can get through a due-process procedure in a contract.

MERROW: For college faculty, doesn't tenure provide the same kind of job security that a union could provide?

HERNDON: The word tenure only exists by the good grace of the Board of Regents. That's not a very protectable concept. If it exists by reason of a collective bargaining contract, it becomes very real and very enforceable. If it exists by reason of statute, it's enforceable. There's no security measure available to the college faculty that cannot be enhanced by collective bargaining.

SHANKER: Tenure itself is under attack in higher education as well as in elementary and secondary education, and its protection is legislative clout in most places, or negotiating strength. And if you don't have those in tenure, you might not be there very long. The pressures against tenure are not only the usual outcry about maybe protecting incompetence and that kind of thing, but we now have with the declining student population and with unemployment in the field of education at all levels, you have -- well, there have been nationwide conferences where people say, "You got to give the younger graduates a chance." The only way you're going to give the younger graduates a chance is to get rid of some of the people who have been in there a long time. And there's discussion of renewable and reviewable tenure - contracts for five years, and then, out you go if they don't want you.

And some of the pressure of quota programs and affirmative action programs have also tended to be anti-tenure, saying, "Look, here we struggled - we got through college - this is the first group of minority group people who qualify for these jobs, and there are no jobs -- now, we've got to stand in line forever -- unless you again loosen this, we won't have any opportunities." Now, the obvious answer here is that they can either engage in a struggle as to who gets the few jobs that are available, or you can strengthen collective bargaining, build a strong organization, and use that organization legislatively to put more money into higher education, so that there are enough jobs for everybody.

BLAIR: Albert Shanker, President of the American Federation of Teachers, and Terry Herndon, Executive Director of the National Education Association, arguing for unionizing college faculty.

MERROW: The notion of faculty unions, collective bargaining and strikes upsets many people -- Are universities really becoming more and more like factories or assembly lines? Dr. Erle Peacock is afraid they are. A surgeon and teacher at the University of Arizona, Peacock believes that the problem with colleges is the administrators. He believes that the increase in professional administrators has diverted the universities from their original purpose: Teaching. Reporter Robert Fleming of Station KUAT in Tucson spoke with Dr. Peacock.

DR. ERLE PEACOCK

PEACOCK: Bigness doesn't necessarily mean the end of academic freedom, of the things that the university should stand for at all. But bigness has brought into our campuses the professional administrator who has seen his job as one of handing down policy to the faculty, and that by definition, destroyed academic freedom.

FLEMING: Professional schools, in Dr. Peacock's view, are the most seriously threatened by the prevalence of administrators who are not also educators. And according to the Arizona Surgeon, professional schools also suffer from a tendency to concentrate on vocatonal aspects of training.

PEACOCK: Medical schools, law schools, education schools -- all the professional schools have done a very poor job, generally speaking, in understanding or being part of what a university should be. In the first place, these people have a great deal of time and energy tied up in another institution, like a hospital, or practice teaching, or schools - something like that. As a result, they don't throw their whole self into the university and the objects of an undergraduate education.

Secondly, you find many of these people tied up in practicing their specialty, or practicing their professions. And, so, they have economic differences and gains which separate them from the rest of the faculty and the meaning of academic freedom.

And, thirdly, you're primarily teaching people to go out and make a living. It's a vocational training program. That is just part of it, but to say that's the primary objective is to lose sight of what a university should do for a boy or a girl, namely, kindle a fire in them - expose them to options and thoughts and goals that they would never have had if they had not been on a one-to-one great relationship with teachers. This is what a university should do, and I think the revolt which students showed on our campuses, which they claimed was for relativity, in many aspects was a revolt against going to a university, staying there for four years, and leaving without developing that feeling that "I'm on fire."

MERROW: Dr. Erle Peacock of the University of Arizona, talking with Reporter Robert Fleming in Tucson. Dr. Peacock said that before World War II scholars and teachers sacrificed themselves to serve as administrators. After World War II, however, college enrollment skyrocketed. The campuses became big businesses, and a whole group of professional administrators came on the scene. That's the root of the problem, in Dr. Peacock's judgment. What's your opinion? Are colleges so business-like that they've lost sight of their real purpose? We'd like to hear from you.

BLAIR: Discovering truths you didn't know existed -- "catching on fire" -- that's what college is all about in Dr. Peacock's view. It's hard to do that, though, if you're worrying about how to make ends meet.

REPORTER: Are you paying your own way through school or earning a scholarship?

STUDENT: No, my parents are doing that for me.

REPORTER: Oh, so finance is no problem.

What about you, are you paying your own way?

STUDENT: Yes, I am, all the way.

REPORTER: Do you find that it's hard?

STUDENT: It's not that hard. I've been lucky enough to get some scholarships and some grants and some loans to help me along the way, but I've been doing most of it on my own.

MERROW: Many students have to borrow money or win scholarships to pay for college. Federal and state governments have instituted mass

scholarship, grant and loan programs in recent years; and most colleges have aid programs as well. Nearly nine billion dollars is available to students this academic year.

BLAIR: If you know how to get it. Elizabeth Suchard of the College Board in Washington tells NPR's Linda Wertheimer how to get help when.

ELIZABETH SUCHARD

SUCHARD: One really should start planning how they're going to pay for college in about the junior year, or two years before one plans to enroll.

WERTHEIMER: Okay, what's the first step to take?

SUCHARD: Well, the first step is to try to get college cost information and do a budget, which would include all the costs that the student would have for the various types of colleges being considered. Step two would be to figure out your contribution, and how much you'd be expected to pay. And step three is then to itemize the different sources of aid for which you might qualify.

WERTHEIMER: Is there some sort of central place that you can go and say, "Here we are - here is our application, and is there anything around that we can have?"

SUCHARD: Well, there are high school counselors who can provide extensive information about the sources of financial aid. There are also reference books that are available. The College Board, for example, just put out one called The Guide to Financial Aid for Students and Parents.

WERTHEIMER: Okay, now, so we're ready to start. Obviously, the first and best source of financial aid is the college, the particular college that the student will be going to, or wants to go to. In addition to that, there's federal aid. How do you go about getting that?

SUCHARD: Well, for the largest program, the basic Educational Opportunity Grant Program, there is an application which high schools and colleges both have on hand, and which the student can complete and will receive information about whether they qualified or not.

WERTHEIMER: After you check out the college itself and the federal aid programs to see if you qualify, aren't there lots of other programs that are just sort of wandering around out there looking for somebody to give money to? How does a person who doesn't know much about scholarships find out about those kinds of things, that are unusual, or perhaps, we wouldn't think of?

SUCHARD: Well, there are scholarship programs that are designed to carry out the intent of the donor, and they relate to the career interest someone might have, the ethnic group that the person might belong to, affiliations that the parents might have, such as belonging to a particular union -- the student and family really should prepare an inventory of the kinds of organizations they belong to and their own interests. And, then, it's best to go to the high school counselor and describe yourself, and the counselor can then provide information about local scholarships. There just might be somebody who wants to fund someone whose name is Murphy, or someone who is planning to go into gardening.

WERTHEIMER: All right, now, if you exhaust all of the possibilities of scholarships from the college, scholarships from the local areas -- look around to see if you're eligible for anything, and you find that you're not, then the last resort is to go to the bank for a loan?

SUCHARD: There are different kinds of loan programs, though. Some have interest rates that are lower than others. So, once you first specify educational loan, and it's only after one finds that they can't meet the requirements for an education loan that one would seek commercial loans.

MERROW: Elizabeth Suchard, Director of the College Scholarship Program of the College Board, telling NPR's Linda Wertheimer how to find financial aid.

BLAIR: Often financial help is not a scholarship but a loan, which has to be paid back. Unfortuantely, not everyone pays debts. And student loan defaults are an increasing problem nationwide. Students owe the University of Missouri, for example, $22 million. John Bisney of member station KBIA in Columbia, Missouri reports.

JOHN BISNEY REPORTS ON STUDENT LOANS

BISNEY: Loans are not the most popular form of aid with college students. Most apply for money that doesn't have to be paid back.

STUDENT: Even if you don't make a success in college, you still end up having to pay back so much money, or even if you graduate and don't have a job, you still are charged with this money.

BISNEY: A lot of schools have been reporting problems with people paying back their loans -- declaring bankruptcy immediately after graduation or simply just defaulting on the loan entirely.

STUDENT: Well, see, after you graduate, it takes time for you to become successful and, you know, making an amount of money, enough to pay back the loan. And it's gradually adding up -- after four years, you got a $300 loan this semester and then a $500 loan next semester; and when you get through, you owe them half of whatever you're making.

BISNEY: And because some students have decided not to repay their loan, the University of Missouri has written off almost $43,000 in loans and interest during the last fiscal year. That's $10,000 more than the preceding year.

It's the students that declare bankruptcy soon after graduation that's causing the big headaches for the financial aid offices. The offices are responsible for collecting the outstanding loans made from the National Direct Student Loan Program. Director of Financial Aid on Columbia Campus, George Brooks, says Missouri is at about the national average for delinquencies from that fund.

BROOKS: Bankruptcies are occurring much more frequently than they used to be, but by and large, students are still repaying their loans in pretty good fashion. It's the bankruptcy courts that are beginning to give us a little bit of a problem.

BISNEY: But Brooks says another program doesn't fare as well as the National Direct Student Loan Program. That's the Guaranteed Student Loan Program. Brooks says one reason is -- the government's responsible for collection, instead of the university.

BROOKS: You're doing well to keep that program at a delinquency rate of ten percent or better. You're doing a very good job, partly because of the fact that it's guaranteed. The federal government doesn't have the help to go out after a student who doesn't really repay, and you lose him for a long time. And maybe it will change a little bit once the Office of Education has more help in the collection side of it.

BISNEY: And the reports are that a lot of those people aren't really bankrupt either.

BROOKS: Well, yes, that's true.

BISNEY: Brooks says there are several ways the university can try to prevent the loan repayment problems from developing in the first place, such as, being careful who gets loans. And he says sometimes the Financial Aid Office would rather give a grant than a loan.

BROOKS: What a student is doing when he borrows the money is to delay the expense. It's what we call self-help in the financial aid field. But it also does something else. It mortgages our young people for a fairly good size chunk of their earning years, so it's six one hand and a half a dozen in the other, I guess, as to whether or not we want the young people to be mortgaged to the hilt, before they ever hit the labor market. Then, we also know from the little research that's beginning to come out of the area now that the students are more likely to repay if they graduate. So, that's the reason we sometimes don't want our freshmen to borrow. We want to be sure the student wants to really go to school, or that he or she can make it in college. And once they get that first year, and particularly the sophomore year, out of the way, they'll just about all graduate. And once they graduate, they have a little different feeling on repayment.

BISNEY: So, you'll be more likely to give a loan to an upper classman?

BROOKS: Oh, yes - yes. That's very definitely true.

BISNEY: And Brooks' prediction does hold true for one graduate student at the Columbia Campus - Lonnie Haslet. In contrast with those two freshmen who were afraid of building up a high debt, Haslet says the terms of repayment aren't that bad.

HASLET: I personally couldn't not pay back a debt. The payments aren't that outrageously high compared to other loans when you're talking about that much money. You're talking about $7,500 paid back over a period -- it may stretch out to a period, I think, of thirty years to pay it back, which is a very good deal. I mean, most houses are paid off before thirty years, you know.

BISNEY: For students not as conscientious as Haslet, Financial Aids Director Brooks says there's another possible answer to the loan repayment problem.

BROOKS: Many of the students who take bankruptcy are doing this very soon after they finish college, sometimes even before the loan has become due. You see, they don't have to make the first payment until the beginning of the tenth month after graduation. And these bankruptcy suits are filed six months after graduation, so the loan is really not due yet, but they're putting it in there.

So, we're asking -- and when I say "we," in this case we're talking about the National Association of Financial Aid Administrators -- we've asked Congress to declare a five-year moratorium on taking bankruptcies with respect to educational loans.

BISNEY: The bill Brooks describes is now in Conference Committee in Congress, and there's yet another proposal that would place the burden even more on the universities than the students for returning loan money. It would allow the federal government to take the total amount of loan money outstanding at each university and subtract it from the amount the government gives each institution.

So, universities are aware of the loan repayment problem. The question now is -- what's the best way to get the outstanding loan money back?

BLAIR: Reporter John Bisney, Columbia, Missouri, with a report on student loans.

STUDENT: I think it tastes okay, but the thing that bugs me the most is that nutritionally it's not all that good.

STUDENT: I skip breakfast all the time. I've had breakfast twice and hated it both times.

STUDENT: The food that they cook here is terrible. They don't cook the meat all the way through.

STUDENT: It's not edible.

STUDENT: Well, you see, my mother is the "French Chef" and I have to send her these recipes for her cooking shelf -- that's how good the food is here.

STUDENT: Breakfast is the best meal, but lunch and dinner are absolutely atrocious.

MERROW: We might call that "Overheard in the Cafeteria." One thing that never seems to change are student complaints about the food.

BLAIR: Perhaps you think that college food is like death, taxes, and the weather -- everybody talks about it, but nobody does anything about it. Well, it's a big, complex business, including cafeterias, special banquets, catering, and vending machines. Doug Ritchie is Director of Food Services at California State in Long Beach. He talks with Reporter Jerry Zullo of Station KPBS in San Diego.

DOUG RITCHIE

ZULLO: Many college students have now become very aware, very into the natural food aspect. Have you found the sales of what people are now calling "junk food" going down in recent years?

RITCHIE: I wish I could say yes -- I can't. From our experience in the campus I know best, it has not gone down. There has been an increase in the variety of non-junk foods, and the interest in more natural foods, fresh fruits, sugarless products, and the kinds of food that

fall into this natural food approach. But, unfortunately, the job that's done by Madison Avenue, which promotes junk food, continues to influence the eating habits of particularly young people. And I'm sorry to say I can't report any decline in the consumption of junk foods.

College food service, university food service, is competing very directly with the outside commercial food service world. The product which we sell on campus is inevitably compared in terms of price, portion, quality, level of service, degree of sanitation -- all the things which are used to evaluate food service with everything and anything that's done off-campus. If McDonald's can sell a 75 or 85 cent Big Mac, we have to be able to meet that competition, or we're not going to survive. So that the concern about trying to keep prices at a level that the student can afford really is answered for us by recognizing that we, in every sense, are competing with the commercial food service world off-campus.

ZULLO: Now, a trend that has developed just in recent years, I think, is one where the colleges and universities are not competing with commercial outlets, but rather turning over their entire food service operation to McDonald's or Shakey's Pizza. What effect is that having on college and university food service?

RITCHIE: The presence of these very successful commercial operators in the college and university market, I think, has done more to encourage our membership to adopt -- steal, if you will -- the ideas, the techniques, that have been so successful for the people, and I think the only real result of this is that the student is getting a better deal.

BLAIR: That report on campus food from Jerry Zullo, in San Diego.

(MUSIC - "Junk Food Junkie")

BLAIR: Reports for this program came from Jerry Zullo, KPBS, San Diego; Phil Berger, KMUW, Wichita, Kansas; Lloyd Johnson, KCRW, Santa Monica, California; Robert Flemming, KUAT, Tucson, Arizona; and Rosemary Tobin in San Francisco.

Additional reports came from Joan Friedenberg, Pat Lawson, Gay Kinney, and David Selvin in Washington.

MERROW: And if you're wondering what happened to sororities and fraternities, we're planning a special program about them -- Are fraternities and sororities on the rebound? Or are they elitist and racist? We'd like to hear your ideas. So, write us.

SELVIN: What are you doing?

STUDENT: I'm trying to rearrange my schedule.

SELVIN: Is it the first time you've registered?

STUDENT: Yes. I'm a Freshman.

PEACOCK: Bigness doesn't necessarily mean the end of academic freedom, of the things that universities should stand for at all. But

bigness has brought onto our campuses the professional administrator who has seen his job as one of handing down policy to the faculty, and that, by definition, destroyed academic freedom.

RICHARDSON: Tenure is the right to hold the job you're in.

STUDENT: Abbie Hoffman? I have no idea. I pass.

STUDENT: I don't know. I could make a guess and say she's someone involved with Patty Hearst, but I don't know.

OWEN: ROTC is not a presence of the military in the university, but the presence of the university in the military.

STUDENT: I got through pretty well!

HUITT: Yes, I think it's worth it.

MERROW: If you'd like a transcript of "Back To College," send 25 cents to National Public Radio - Education, Washington, D.C. 20036. Ask for Program No. 46. A cassette costs $4.00.

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(MUSIC -- "Our Golden College Days")

MERROW: OPTIONS IN EDUCATION is a co-production of the Institute for Educational Leadership of the George Washington University and National Public Radio. Principal support for the series is provided by the National Institute of Education. Other support is provided by the Corporation for Public Broadcasting.

(MUSIC -- "Our Golden College Days")

BLAIR: This program is produced by Jo Ellyn Rackleff, production assistance by Joan Friedenberg. The Executive Producer is John Merrow.

(MUSIC -- "Our Golden College Days")

MERROW: This is NPR - National Public Radio.

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